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Next Gen Learning: How Today's Trainees Think, Learn, and Thrive

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Disclosure

- Dr. Chevis N Shannon
 - Nothing to Disclose
- Dr. Sarah Ramaiah
 - Nothing to Disclose

Needs Assessment & Learning Outcomes



- Needs assessment statement
- Learning Objective 1: Participants will be able to describe how contemporary residents and fellows think, learn, and engage in training environments, informed by cognitive science and adult learning principles.
- Learning Objective 2: Participants will apply learner-centric teaching approaches to enhance feedback, coaching, and professional development aligned with ACGME Core Competencies and Milestones.
- Learning Objective 3: Through team-based discussion participants will identify practical strategies that leverage digital fluency and adaptive feedback to support trainee progression and milestone achievement.
- Learning Objective 4: Participants will evaluate opportunities within their own training environments to optimize learning design while maintaining rigor, accountability, and clinical excellence.

Let's Talk Learning



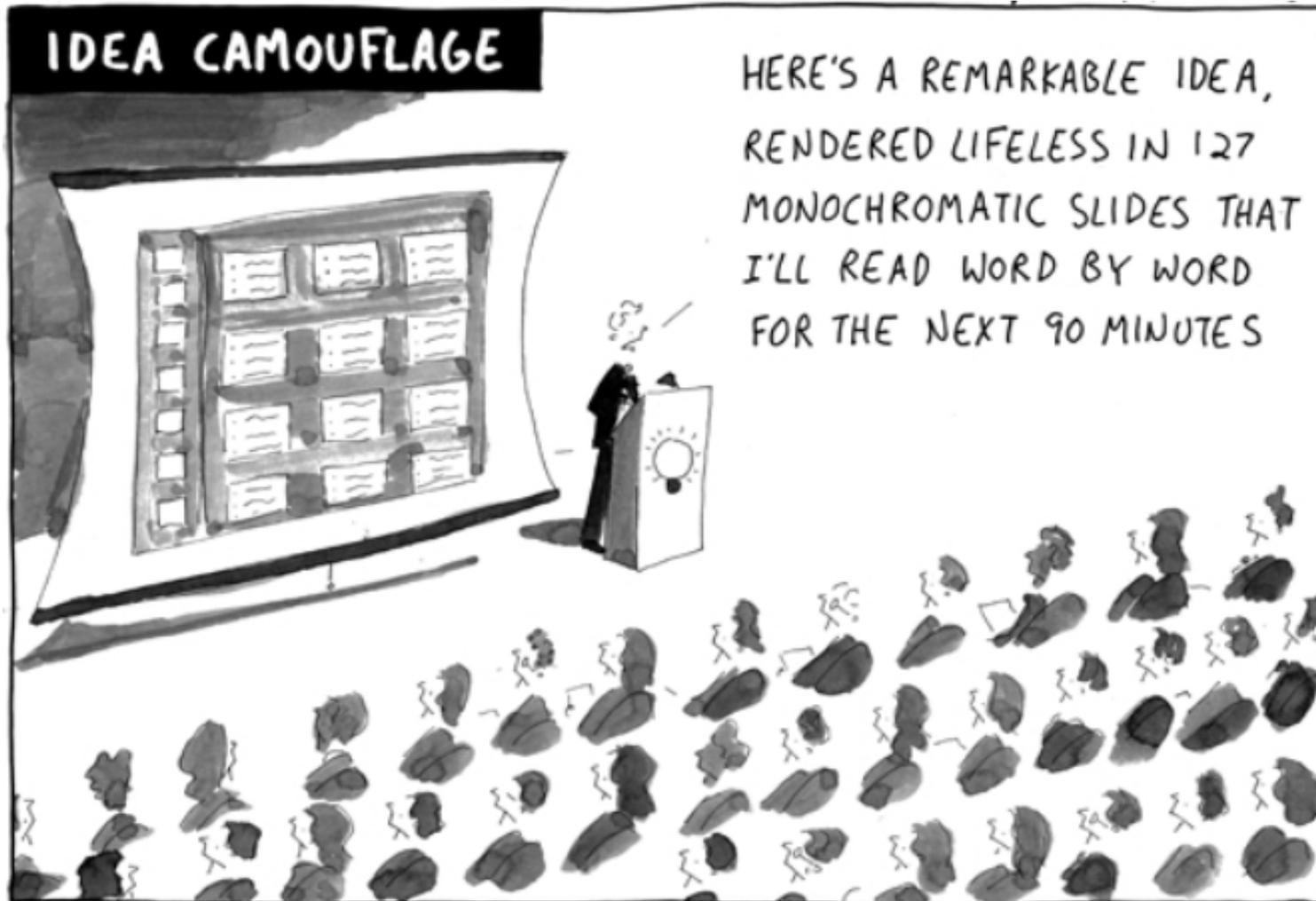
Sarah to do

What is a challenge you see when training the next generation



- Word cloud through vevox

Learning... Where Have We Been



- Individuals now take in 5X more information than we did in 1986
- Between 2000-2015 the average human attention span decreased from 12 seconds to 8.25 seconds
- Research shows that the average web page visit lasts less than ONE minute; and often we leave web pages in just 10-20 seconds.

Chevis to update slide

Learner Centric Models

Gamification is the application of typical elements of game playing (e.g. point scoring, competition with others, rules of play) to other areas of activity

Hands-on or skill workshops

Cased-based learning, especially in an interdisciplinary space, humanizes learning and has been shown to enhance clinical knowledge, improve teamwork, improve clinical skills, improve practice behavior, and improve patient outcomes.



Micro-learning is a short-focused video or mini podcast or lesson providing an efficient way to swiftly disseminate information. With this format the questions often come first, followed by concept/content teaching

Nano-learning- modules deliver information within 2-3 minutes with a laser- focus on teaching one skill within the learning objective. They do not involve recall or learning evaluation questions

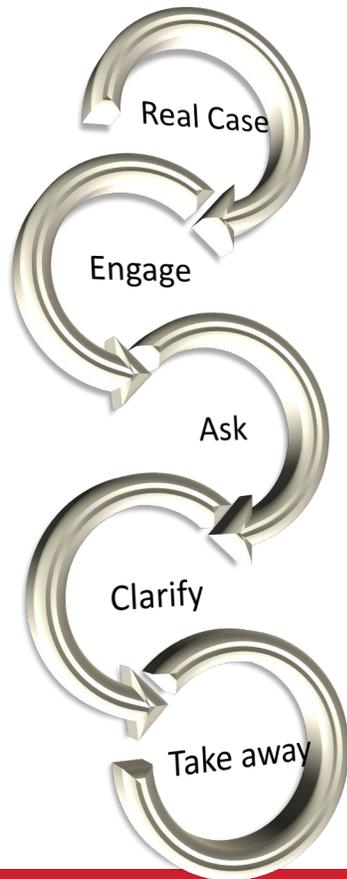
- Statistics show there is 20% more information retention when microlearning is used, and there is a 17% boost in learner's performance.
- Gamification increases the retention of learned knowledge by 90%, and it increases learner self-confidence around the content by 20%.
- Game-based learning also improves conceptual knowledge by 11% and practical knowledge by 20%.
- Micro-learning and nano-learning enables the learners to learn anything on a low budget.

The ASRM Experience

- Polling with audience participation (gamification)
- Text-based learning (nano learning)
 - Sarah two fun questions with feedback and QR for enrolling in What's App
- Leveraging AI (micro lesson)
 - Chevis to use napkin to create an image and google notebook to create a learning resource
- Case-based Scenario (cased-based)
 - Scan QR code and engage during the session
 - Sarah to pull a case and create in articulate with a QR code
- Simulation & 3D models (hands-on skill building)
 - Have 3d models available

Chevis to create in napkin

REACT



Discuss from 2 vantage points
Learner perspective-
Short
Focused
Engaging
Immediate knowledge acquisition

Educator perspective-
Real world application
Easy to engage on the go
Allows for immediate feedback and confirmation of knowledge